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President's House

The School and Community

Columbia Missouri

VOL. XI

FEBRUARY, 1925

No. 2

CHILDREN FIRST

*THE CHILDREN are here by the millions. They wait,
Each one asking alms, at the Beautiful Gate,
The gate of the temple, the temple of living,
The temple where life may be had by your giving,
The life that is good and true.*

*Will you pay them a penny and pass on your way?
Will you cast them a dole as the wage of a day?
Or give them the best that you have in your soul,
That will turn their desires to the ultimate goal?*

*Well, what will they get from you?
Retarded from birth they are dwarfed, they are blind,
They are stunted by labor's most deadening grind.
And they're asking for alms! Will you give them your hand
And lift them to life that is worthy the land*

*And the cause that our fathers have died for?
Upon them, O powers of our country, there rest
The hopes of the future, whatever is best
In the visions provoked by the Master of men.*

*We shall suffer the children to come to us when
We can feel what the ages have cried for.*

—ISAAC NEWTON EVARD.



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

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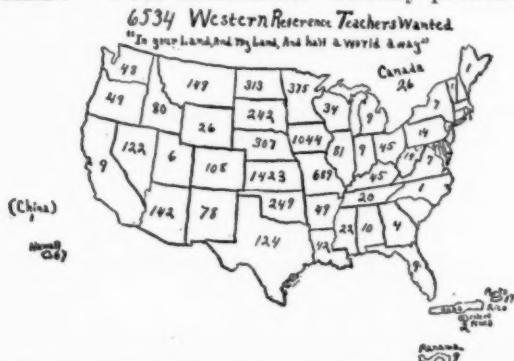
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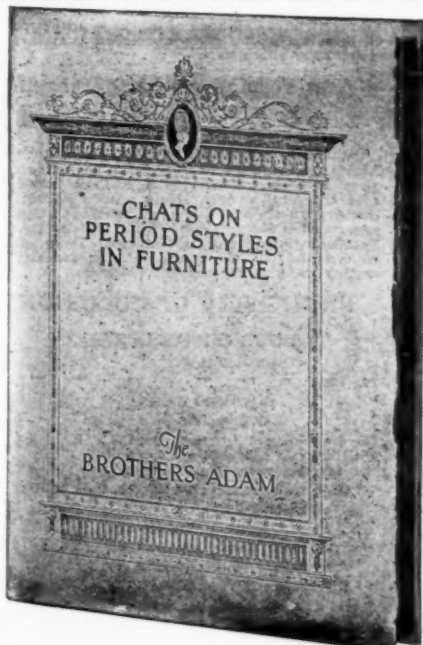
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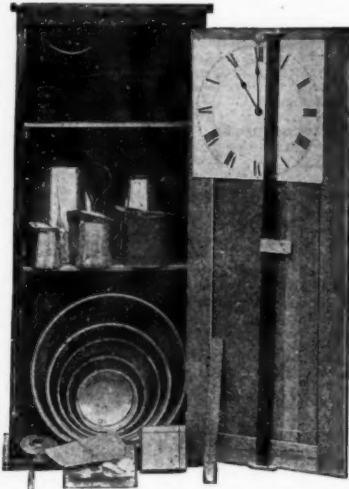
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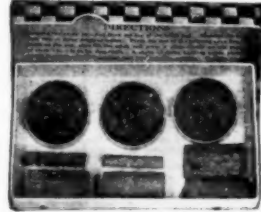
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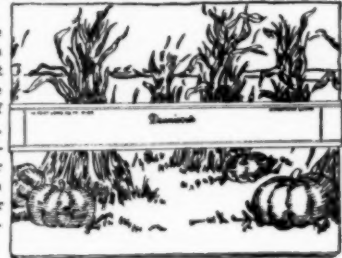
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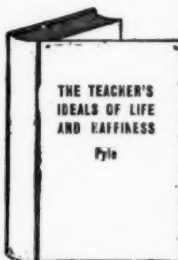


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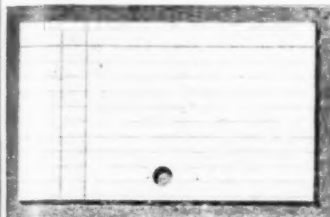
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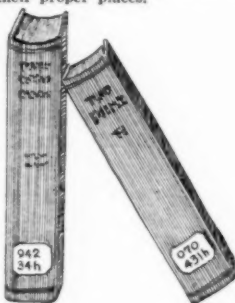
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Table of Contents

Editorials:		Geography and the Higher Citizenship...	74
Commendable Courage.....	61	History of Education in Missouri.....	76
Do You Believe It?.....	61	Monett Uses a Single Salary Schedule....	78
Why Elect a County Superintendent by a County Board of Education?.....	62	Reading in the Primary Grades.....	79
A Study of the Output of Teacher-Train- ing Departments in Missouri High Schools.....	64	State Superintendent Sends Information Regarding Bills.....	82
Nearly a Million Studying Latin.....	67	Why Not an Exchange of Public School Teachers Among the English Speaking Countries?.....	85
A Community That Communes.....	69	Plans for the World Conference on Edu- cation.....	86
The Educated Mind is the Greatest Pro- ducing Agency in the World.....	71	Items of Interest.....	88

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EDITORIAL

IT IS STIMULATING to one's spirit to occasionally find a man who has the courage of his convictions and who has not catered to so-called public opinion so long that he has no opinions of his own. The Twentieth Amendment is apparently lost for the time being. Private greed has won a temporary victory over humanity by a campaign of misrepresentation and fear-inspiring propaganda. By

COMMENDABLE COURAGE

these means it has led many honest people to oppose the measure from the highest motives. When metropolitan newspapers print such frightening phrases as "making each child under the age of eighteen a ward of the federal government", "having an army of inspectors invading the sacred precincts of our homes", "interference of federal inquisitors with parental control", it is little wonder that good people should become alarmed. When they quote statistics taken when a federal child labor law was in force, without saying that such was the case, and, trusting to the general forgetfulness of the public, evidently assume that people will think that the small number of children employed in gainful occupations at that time was due to the effectiveness of state laws, is it any wonder that the ordinary citizen can see no great need for federal regulation of child labor?

In view of the apparent predominating public sentiment against the measure it is refreshing to read the following from the pen of John Case, editor of the *Missouri Ruralist* and President of the State Board of Agriculture:

"The Missouri legislature will be called upon to vote approval or disapproval of the bill which if ratified by a majority of states will give Congress power to regulate child labor. From what I can learn, farm organization leaders are unanimously on record opposing the bill, believing that if approved it might prevent farm children from contributing labor in support of the family. In this way they are in hearty accord with industry which

is desirous of having it killed so the chances are that the bill never will be ratified. I have only one man's opinion but for once I find myself in disagreement with my fellows. I'm very much inclined to favor this bill and to urge it approval by the Missouri legislature. I'll tell you why:

"With all the injustice of farmers producing food below cost there never has been any single injustice so great as that perpetrated upon the farm child who works long hours without a penny in compensation. The city child at least has something to show for his labor. The farm child has not even the satisfaction of handling a pay envelope to his mother after a hard week's work.

"I do not believe that if Congress should be given power to regulate child labor they would apply that power to the rural districts. It is meant as a safeguard against the sweat shops and factories of the cities where thousands of children toil under unsanitary conditions for low wage. But if it were applied to the country so that the child who now labors would have time for school and for play instead of putting long hours in the field, who is there to object? Then food prices must rise to the level of profitable production after labor is employed or we of the farms for a season will stop producing except for our own needs. Bar child labor and a crisis in agriculture is reached. I for one am willing to see it come that greater good may result. It is time for emancipation of the farm child."

IN VIEW of the widespread statements concerning the great danger of giving power to Congress for fear that that body of our elected representatives would exercise such power to the limit, regardless of the consequences, it is not inappropos to ask if Congress has ever acted in such an autocratic and senseless way with the power that it has.

DO YOU BELIEVE IT?

It is clothed with the power of taxation; and as John Marshall pointed out the power to tax is the power to destroy.

Yet everybody knows that Congress has not exercised its full power in this direction. It has demonstrated its power to take over the control of the railroads, yet it as willingly surrendered that power when the necessity for its exercise was removed. It has power to make treaties and by that power it could give the whole country to England, or parcel it out among the nations as its inanity might suggest. But who has any fear of its doing so? It has power to declare war so that tomorrow it might mobilize for the purpose of attacking all the members of the League of Nations. It has control of our monetary system and can restrict or increase the circulating medium at its will. It has never exercised its power in this direction to the ruination of the commerce of the nation, a thing which it might do at any time.

Really so long as Congress is elected by the people, so long as it is composed of American citizens, we have little reason to fear that it will do any of the foolish things that certain folk say that it would be sure to do in the event that it was given a right to legislate on the subject of child labor.

WHY ELECT A COUNTY SUPERINTENDENT BY A COUNTY BOARD OF EDUCATION?

THE PRIVILEGE of voting for our public servants is one which we are loath to surrender. When we are asked to do so we are apt to object without giving the matter much thought. Of course the franchise should not be taken away from the people!

Were we to consider the question carefully, we would, undoubtedly, conclude that many public servants can be better chosen by a board of selected men than by the voters at large; and we would see that we have committed such selection to such boards in many cases without suffering thereby. The presidents of our state educational institutions, the directing heads of our state eleemosynary and penal institutions, city superintendents of schools, and the state, county and city officers whose duties are professional or technical may all be cited as instances of public servants appointed by boards selected for that purpose.

The chief objection to the selection of

a county superintendent by a county board of education as is provided for in the Community School Bill now before the Missouri General Assembly is: "It is not democratic." Let us look at the present method and then at the proposed method so that we may compare them with regard to their democracy.

The present method

The county superintendent is elected every four years at the annual school meetings. There are two general methods of getting on the ticket: (1) being nominated by a political convention; (2) simply filing intention of candidacy with the county clerk. The voters who vote in the annual meeting vote for their choice and the one receiving the highest number of votes is declared elected.

The proposed method

Under the provisions of the Community School Bill the voters of the county would elect at the annual school meeting six members of a county board of education. After the first election two will be elected each year for a term of three years. Two members cannot be elected from the same township. This board will have power to select the county superintendent of schools.

Advantages and disadvantages of the present method.

All that can be claimed as an advantage of the present method is that the people vote directly for the superintendent and that he is therefore more directly responsible to the people for the proper administration of his office. It is an open question as to whether he would feel any more direct responsibility to the people if he were elected directly by them than if he were elected by a board of education which had been elected by and were responsible to the people. City superintendents are elected by such a board and who will assert that city superintendents are less concerned about following out the wishes of the people as a whole than are the county superintendents? Some of the apparent disadvantages of the present plan are as follows: (1) The people as a whole cannot study carefully the qualifications of the candidates. It is common knowledge that wide acquaintance, political affiliations, mixing ability and other

qualities of minor importance count more in a popular election than experience, training, and other more important qualifications.

(2) Many candidates entering the field make it probable that the candidate elected will be a minority candidate. Instances might be cited of a superintendent's having been elected by the votes of only one-fourth of those voting. In such a case three-fourths of the voters are forced to accept a county superintendent whom they do not want.

(3) A populous city, the school of which do not come under the supervision or influence of a county superintendent, may determine the election of a county superintendent of schools. Many counties in Missouri have cities so large that their vote overwhelms the country vote. In most counties the combined vote of the cities and towns in school elections is greater than the combined vote of all the country districts over which the county superintendent has jurisdiction, and these towns that have no direct interest in the county superintendent may and do, in some instances, determine his election.

(4) The wide acquaintance which is necessary to popular election, the long campaign, the numerous factors that may determine the results, and the humiliation of possible defeat deter many of the most competent people from presenting themselves for election to this office. The voters cannot select a man and then try to induce him to accept the position. This process is in fact reversed. The candidate selects himself and then proceeds to try to induce the people to accept him.

The disadvantages and advantages of the proposed method

The greatest disadvantage, perhaps, of the proposed method is the selection of the proper men for members of the county board. Yet this same disadvantage is inherent in the selection of the county superintendent by popular vote. If we may take the character of other boards as being indicative of the kind of men we might expect to be elected to this board, we have a right to believe that they would be selected from among the best class of citizens. What is the general type of men now on our boards of education in cities

and towns, our county hospital boards, and our county courts. They are men, usually, of broad business experience, public spirited, and honest. It is hardly conceivable that six men elected from different parts of the county would be beneath the average citizen in these qualities. The advantages of having the county superintendent elected by a county board of education have already been suggested by the enumeration of the disadvantages of the present method. They are: (1) A county board of education can examine the personal and professional qualifications of candidates for the position. It can get direct and confidential information regarding his experience, schooling, character and personal fitness. (2) No matter how many candidates are before the board for consideration no election can be made without two-thirds voting together. Therefore, the people as a whole are better represented than they might be in a popular election. (3) A city or cities could not control the election. (4) Because the proposed law prevents two persons being elected to the board from the same township, it makes possible the representation of minorities on the board of education. Thus people who would have no voice in the selection of a county superintendent by popular vote (for the reason that other sections always outvote them) might have a representative on the county board of education. (5) A county board would in all probability not elect a person to the position of superintendent who had the opposition of any considerable number of people or any worthwhile section of the county. It appears that, from the point of view of real democracy, the proposed plan has many advantages over the present plan.

But there are other advantages to the credit of the proposed plan. The county superintendent is not only selected by the board but he is the board's ministerial officer. He can for cause be dismissed by the board. At present there is no one to whom the county superintendent can go for advice and there is no one in authority to object to any of his actions or policies. If he should become objectionable to everyone in the county there is nothing that can be done until his term

of four years expires. If he has plans for the improvement and development of the schools he cannot submit them to a board of representative citizens for their consideration, suggestions or amendments. He must try them on the whole people. If they prove to be good no one is in authority to help him extend them. If they show themselves to be unwise there has been no one to warn him or to prevent the waste of the trial.

Again, because the Community School Bill provides that two members of the county board of education shall be elected each year it is thereby made a continuing body. Always two members of the board have had at least one year of experience and two members have had at least two years of experience. A continuous constructive policy is thus made possible. A new county superintendent need not upset all that has been done. He does not have to begin his work in the dark and fumble for a year before he knows something about the conditions and needs

of the schools as is now the case with a newly elected man.

In view of the advantages of having the county superintendent elected by a board of education it seems strange that there would be any who object to it. Why should we continue to ask county superintendents to work without the advice and counsel of a lay board when no city superintendent would for a moment be rash enough to attempt the direction of a city system without the aid of such a responsible body.

Why should the people be satisfied to elect a county superintendent for a period of four years and agree to pay his salary for that time without delegating anyone to check his work, to see that he gave honest effort and all his time to the services for which he was being paid? We would not trust our money to a directorless bank? (Our laws do not permit us to be so careless with our money, banks must have directors.) Why should we willingly trust our schools to a directorless county school system?

A Study of the Output of Teacher-Training Departments in Missouri High Schools

By ROSCOE V. CRAMER

The following is a resume of what is undoubtedly the most comprehensive and thorough-going study of the product of the high school teacher-training departments that has ever been made in Missouri. Superintendent Cramer has collected, compiled, and studied data from 6215 teacher-training graduates. This number represents practically 90 per cent. of all pupils who have finished this course since its inception in 1913-14.

The amount of labor necessary to trace this large number of people for a ten year period is evidently enormous and Mr. Cramer is to be congratulated for this outstanding service.

—Editor

THE PURPOSE of this investigation was to determine the general characteristics of the graduates from the teacher-training courses and to find out what they have actually done since their graduation. With this information the professional service which these courses are rendering may be more accurately evaluated and the administrative policies for making them more valuable may be more intelligently formulated.

Age, Sex, and Grade School Training of the Graduates

TABLE I

Median age of graduates when T-T certificates were issued

Year	1914	1915	1916	1917	1918
Median age	18.8	18.7	18.9	18.6	18.6
Year	1919	1920	1921	1922	1923
Median age	18.7	18.6	18.5	18.5	18.6

The median age for all graduates is 18.6 years. Fifty per cent. of all the graduates' ages range between 17.9 and 19.5 years. It is observed from the table that there is practically no change of median ages for the ten year period.

TABLE II

Ages when T-T certificates were issued
6215 graduates are considered

Age	14-15	16	17	18	19	20	21-49
Per cent.							
of graduates	.4	3.9	21.2	38.4	22	8.8	5.3

From this table it is seen that 4.3 per cent. of all the graduates were under 17 years of age, that 14.1 per cent. were older than 19 and that 81.6 per cent. were between 17 and 20 inclusive. The median age of the women was practically one half year younger than that of the men.

TABLE III

Per cent. of men and women T-T graduates by years

Year	1914	1915	1916	1917	1918	1919
Men	8.5	10.5	12.6	12.3	7.3	6.4
Women	91.5	89.5	87.4	87.7	92.7	93.6
Year	1920	1921	1922	1923	Total	
Men	6.0	5.6	9.1	8.6	9.4	
Women	94.0	94.4	90.9	91.4	90.6	

Of all the graduates 9.4 per cent. are men; but the per cent. of men for the different years shows a decided variation ranging from 12.6 in 1916 to 5.6 in 1921. It is notable that the number of men graduating from teacher-training courses is proportionally much less than the number of men teaching in the rural schools. In 1921 twenty-two per cent. of the rural teachers were men.

Since the teacher-training departments in the high schools were created primarily for the purpose of training teachers for the rural schools it is interesting to know the per cent. of graduates that have lived on farms and have received their grade school education in the rural schools.

TABLE IV

Per cent. of graduates completing grade school training in the rural and in the elementary (town) schools

Year	1914	1915	1916	1917	1918	1919
Rural	35.5	37.8	36.3	41.8	44.6	50.5
Elementary	64.5	62.2	63.7	58.2	55.4	49.5
Year	1920	1921	1922	1923	Total	
Rural	49.7	51.9	49.5	60.7	47.9	
Elementary	50.3	48.1	50.5	39.3	52.1	

It is evident from this table that the percentage of rural students completing teacher-training work has been gradually increasing and that these courses are more and more coming to be used for training rural young folk for teaching in the rural schools.

A Basis for Evaluating T-T Work

A fundamental basis for evaluating the work of a teacher-training institution is the service that its graduates have rendered rather than the number of graduates it has produced.

TABLE V

Per cent. of graduates who have taught

Year	1914	1915	1916	1917	1918	1919
Taught	82.5	85.7	85.7	81.5	84.9	86.0
Year	1920	1921	1922	1923	Total	
Taught	87.5	88.0	79.4	69.7	81.8	

It is significant to find that the lowest per cent. of graduates teaching is for the years of 1922 and 1923. This investigation shows that 16 per cent. of the graduates do not teach during the first year after their graduation. This might explain the low percentage for 1923, but there is no apparent reason for the low percentage in 1922 except competition with teachers holding third and second grade certificates. The lowest percentage of graduates teaching was found in the wealthy counties of North Missouri and in the counties where there are more than one teacher-training high school.

TABLE VI

Median period of service of teacher-training graduates, in years

Year	1914	1915	1916	1917	1918	1919
Median	4.5	3.8	3.7	3.6	3.5	3.9
Year	1920	1921	1922	1923	Total	
Median	2.0	2.7	2.2	—	2.6	

Of course the median period of services decreases gradually because the number of possible years decreases by one year each school term. The median for all graduates compares favorably with the median for all rural school teachers of Missouri, being 2.6 years as against 2.5.

Tenure of T-T Graduates

Tenure is an important factor in teaching since it indicates not only the degree of appreciation in which the teacher is held by the patrons but the measure of satisfaction that the teacher experiences in her work with a given group of pupils. The graduates of 1914 taught about three years in a district, when the median is considered. About the same length of tenure is shown for each group graduating in the following years up to and including 1920. In 1921 and 1922 the median declined to practically one year, which shows that 50 per cent. of the graduates for these years taught more than one year.

Types of Schools in Which T-T Graduates Teach

For the ten year period only 9.4 per cent. of the graduates taught in elementary (town) schools during their first year of experience. It is significant that more than 90 per cent. of these graduates did their first teaching in the type of school for which they were trained—the rural school. Table VII shows an increasingly large percentage of teacher-training graduates have taught exclusively in rural schools since their graduation. Beginning with the graduates of 1914 those who have taught only in the rural schools constitute 43.6 per cent. of the total. Each year, by almost an even rate of increase, the percentage of these has steadily climbed until 1923 which finds 90% of that year's class with exclusive rural school experience. The reverse process obtains with those who have taught exclusively in elementary (town) schools. The largest per cent. being 18.3 in 1914 and the smallest 6.3 in 1923. Those who have taught in two or more types of school show a steady decrease since 1914, beginning in that year with 34.2 and ending with none for the year 1923. Of the 4710 teacher-training graduates who have taught 68.4 per cent. have taught exclusively in the rural schools.

The median period of total teaching service for graduates from 1914 to 1921 varies according to the type of school taught: rural 2.7 years, elementary 4.0 years, and in two or more types 5 years.

Why T-T Graduates Never Taught, Discontinued Teaching, and Taught Irregularly

The total number of graduates not teaching is 1095 only 89 or 8.2 per cent. of these failed to give a reason therefor. The five major reasons assigned are: college attendance 27.1; marriage 15.3; at home 8.0; failure to get a school 6.7.

Of the number who discontinued teaching 32.6 failed to assign a reason. The five principal reasons given are: marriage 39.9; college 10.8; business 7.9; at home 2.3; deceased 1.4.

The data show that over half of those who taught irregularly did so in order to attend college for further teaching preparation.

College Training of Graduates

Of the number who attended college 90 per cent. attended for the purpose of further qualifying themselves for teaching. The median time spent in college was 9 months or one college year.

Size of T-T Graduate Classes, High School Year of Completing Work, the Change of T-T Certificate to First Grade County

The lowest median number of graduates in the teacher-training classes was 6.7 in 1918 and the highest was 11.7. For the ten year period the median number was 7.9 graduates.

During the ten year period 55 per cent. of the graduates changed their teacher-training certificates to first grade county certificates as provided by law. In arriving at this percentage only those who had taught two or more years were considered.

The data shows that 67.9 per cent. of the graduates did their teacher-training work in the junior and senior years of the high school course; 18.3 per cent. in the senior year; 5.4 per cent. in the post-graduate year; 1.9 per cent. in the senior and post-graduate years and 6.5 per cent. failed to report on this item.

Outstanding Facts

1. The median age of the teacher-training graduates in Missouri was eighteen and one-half years for the ten year period (1914-1923).
2. There is a tendency for the teacher-training departments to be chiefly training schools for women.
3. An increasing proportion of the teacher-training graduates for the ten year period coming from the rural and village communities.
4. The percentage of teacher-training graduates not teaching has been increasing since 1921.
5. The period of teaching service of the graduates varies according to the type of school taught. It is the lowest for graduates teaching exclusively in the rural school.
6. The teacher-training graduate is a successful teacher as indicated by the great number of school years taught in one school district.
7. The predominant reason that graduates give for discontinuing teaching is matrimony.
8. College attendance is the outstanding reason given for teaching school irregularly.
9. There is evidence that most of the teacher-training graduates who go to college go to make further preparation for teaching.

10. The actual teaching service of the teacher-training graduates who did all their teacher-training courses in the senior year or post-graduate year is better than for those who carried the course in the junior and senior years.

11. Fifty-five per cent. of the teacher-training graduates who have taught at least two years have changed their teacher-training certificate, as provided by law, to a first grade county certificate.

12. The median number of graduates in the teacher-training classes for the ten year period is 7.9 for 771 classes in 107 high schools.

General Conclusions

1. The teacher-training departments in Missouri high schools have rendered the state a professional service in the preparation and in the placement of trained teachers for the rural schools. The period of teaching service has been above that for the general rural teaching population in 1922.

2. The teacher-training departments will be able to render further service to the state, if the teacher-training graduates are not compelled to compete for positions with the third and second grade teachers who have little or no professional training. These teachers prevent a number of the graduates from securing schools.

3. Teacher-training departments in one high school in each county ought to be continued until the rural teachers of the state have the training now required of the teacher-training graduates. This would give practically every rural school a teacher with special training to teach.

4. This study shows that in some sections of the state, practically all of the rural teachers have the training of the teacher-training graduates; and in other sections the teacher-training departments cannot supply the demand for trained teachers. Therefore, the State Department of Education should be given power to approve high schools for teacher-training aid not only on the number of pupils enrolled, but also on the per cent. of the graduates that enter teaching during the two years following completion of the teacher-training courses. This method of approval of teacher-training schools would give the state value received for money expended, and place the teacher-training schools where trained rural teachers are needed.

5. Each teacher-training school should be required to keep a professional record of all its graduates for at least five years. It is just as important for an institution training teachers at state expense to know what its output does after graduation as to know what its students do before graduation.

Nearly a Million Studying Latin in American Institutions

Report of Investigation by American Classical League. Aggregate Time Given to Latin Greater Than That Given to Any Other Secondary School Subject.

Latin Students Surpass Others in General Academic Efficiency.

By JAMES F. ABEL

Assistant Specialist in Rural Education, Bureau of Education

CCOURSES in Latin are enrolling more high-school students than courses in all the other foreign languages combined. The average daily time outside the class now given by Latin pupils to the preparation of their lessons is considerably greater than is required for any other subject in the secondary school. Latin students surpass non-Latin students in the mastery of other subjects, and the superiority seems to be due to something gained from the study of Latin rather than to greater initial ability.

The percentage of secondary schools offering Latin is greater than that of such schools offering any or all other foreign languages, and the percentage of those giving four years of Latin is greater than that of those giving three years of French, the foreign language next highest in enrollment. In addition to the 1,000,000 young people studying Latin in the secondary schools, 40,000 more are pursuing courses in it in the colleges. Of 609 colleges in the continental United States 606 will accept and 214 require Latin for admission to an A B course. One-half the State departments of education are distinctly friendly to the study of Latin, 15 are sympathetic, 7 neutral, and only 2 unsympathetic or unfriendly.

Teachers in Small Places Lack Preparation

Approximately 22,500 teachers of Latin are employed in the secondary schools, and the demand for well-trained teachers is steadily increasing. In places of fewer than 2,500 population nearly 40 per cent of the teachers of high-school Latin have never gone beyond the secondary school stage in their study of the language. The number of secondary pupils who study Latin is 9.8 per cent fewer than it was in 1914-15, but this is due to the enormous increase in high-school enrollment, and is about equal to the percentage decrease in combined modern foreign language enrollment for the same period.

Greek occupies a much less important place than Latin in secondary and collegiate instruction. About 11,000 high-school and 16,000 college students are studying that language. Only 20 colleges require a knowledge of Greek for admission to an A B course, though 559 will accept it. Eight of the State departments of education are friendly toward the study of Greek, one-half are neutral, and 16 unfriendly.

These are the main facts about the status of Latin and Greek in our secondary schools as they were found in a three-year investigation carried on under the direction of the American Classical League.

General Co-operation Produced Excellent Results

The league, through an advisory committee of 15 members, the General Education Board, 8 regional committees, 48 leading professors of education and psychology, the United States Bureau of Education, the State Department of Education of New York, the College Entrance Examination Board, and 8,595 teachers, mostly of the classics, carried on the work. Educational history records no finer attempt on the part of school people to evaluate fairly some part of their school program and to find ways of bettering it. Interest in the survey has been very keen and the final report eagerly awaited. The first part has recently come from the press. (The Classical Investigation Conducted by the Advisory Committee of the American Classical League. Part 1, General Report. Princeton University Press, Princeton, 1924.)

With nearly a million young people studying Latin, 31 per cent of them for more than two years, it was necessary, of course, to inquire into what good the student may get from a course in that language, what the school should try to give him through it, and how the courses should be planned and carried out to be of the most help to him.

In trying to find out what the aims of the Latin course should be the committee gathered objective data by means of scientific studies, including tests and measurements, and subjective data in the form of expert opinion from experienced secondary teachers of Latin, teachers of various other subjects, and professors of education and psychology. The final simplified list of aims that are considered valid, since they express the advantages that students derive from a course in Latin, include: Greater ability to read and understand Latin and to understand those elements in English related to Latin; greater ability to read, speak, and write English and to learn other foreign languages; development of correct mental habits, of an historical and cultural background, of right attitudes toward social situations, and of literary appreciation; gaining a knowledge of the simpler principles of language structure; and improvement in the pupils' written English. Mere ability to read new Latin after the student leaves high school or college and increased ability to make formal logical analyses are not considered as proper aims of the course.

To answer the question "What should be taught in Latin in order to benefit the student most in the things set out in the aims?" the committee again made use of a large num-

ber of tests and measurements and the opinions of experienced teachers. In the general recommendations as to what the course should be, "reading Latin" is defined as understanding thought directly through Latin as it stands, without translation into English. Much of the time in the first three semesters should be given to reading large quantities of well-graded easy Latin, so selected as to help the pupil gain a power to use and think in the language and at the same time give him a knowledge of the history and life of the Romans. Formal study of the vocabulary and grammar of the language, the committee reports, should be considerably reduced in amount and so arranged as to assist in developing power to read and understand Latin. Practice in writing Latin should be continued throughout the first three years of the course. Teachers should be allowed freedom of choice in the authors to be read, so that they may select the material they think best suited to bring the historical and cultural benefits of Latin to their pupils.

Transfer of Training Fully Discussed

Judging the best methods of teaching Latin brought up the old question of formal discipline and of transfer of training. The possibility of transferring good mental habits, right social attitudes, and independent application of facts and processes acquired in the study of one field to achievement in another field is generally recognized. Moreover, pupils may be taught to increase the amount of transfer.

The position of the committee is that in teaching Latin both teacher and pupil must have continued practice in developing habits of generalization and consequent transfer, first, by training in a desired habit or trait; second, by putting those habits or traits in their most generally usable form; third, by teaching the pupil to apply them to situations not connected with Latin; and, fourth, by creating strong motives for the transfer to some particular field or fields. A habit or trait repeatedly applied to other fields may become automatic. The committee believes that habits of mental work, tendency to neglect distractions, ideals of thoroughness, accuracy and precision, and right attitudes toward study are some of the mental traits that may be acquired through the study of Latin and transferred to other lines of endeavor. Specific directions as to the teaching methods

to be used in attaining these ends are given in the report.

Are secondary students of Latin stronger in other school subjects than those students that do not enroll in the Latin courses? If they are, is the difference due to native ability or to something in the study of Latin itself? The committee gathered a large body of evidence from the reports of classical and non-classical pupils to determine the answer to these questions.

More Latin Means Greater Superiority

The records of 10,000 candidates for college entrance made in the 10-year period 1914-1923, inclusive, show that the Latin students do better by about 13 per cent than the non-Latin students in all subjects outside of Latin and Greek, and in general the greater the amount of Latin studied the greater the superiority. Three tests made to determine the reason for their superiority indicated that of the 13 per cent about 2 per cent or 3 per cent was due to initial ability and 11 per cent or 10 per cent to something in the study of Latin. The advocates of formal discipline seem to have been right about the disciplinary values of Latin.

This report of the Classical League will undoubtedly be a classic in educational investigations. The care, thoroughness, and impartiality with which it has been carried on, the spirit of scientific inquiry which has animated it, and the moderation and reasonableness with which the conclusions have been drawn, all commend it as a remarkable project.

The findings will come as a surprise to many who have thought that the classical languages are fast disappearing and should disappear from our schools. The study of Greek is disappearing, but to find more students of Latin than of all other foreign languages combined giving more hours a day to Latin than to any other high-school subject does not argue any decrease in vital interest in the classics. Neither can one safely say that the subject which attracts the pupils of higher initial ability and the study of which gives them something that greatly increases their superiority should be dropped from the curriculum. The proponents of a study of the classics are in a stronger position now than they have been for many years.

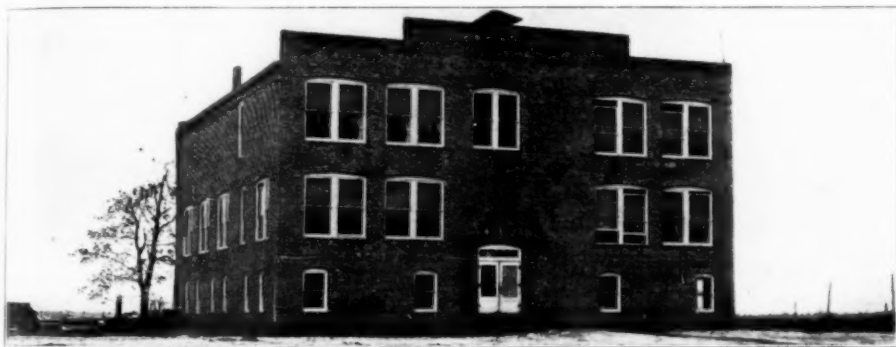
—From "School Life."



A Community That Communes

BELLE is not much of a town, viewed statistically. The casual passerby might well smile at the name and wonder as to the whereabouts of the "personal charm and attractiveness" that would make Belle "the cy-

Her enumeration of school children exceeds her total population by considerable. These facts are possible because Belle is more than a village. She is a community—a community that is more than an area of contiguous farms



The Community High School Building at Belle, Mo.

nosure of neighboring eyes" or the envy of her fair competitors. Her population is not over 500. There is no striking evidence of wealth or unusual prosperity along her attenuated main street. She is not set down in the midst of the most fertile or most beautiful farming lands of the State. But she is, nevertheless, a distinctive town and worthy of more than passing notice.

and town lots—a community where interests are contiguous. The town is the center where the binding lines converge.

Belle is a school district, made up originally of several little, independent districts and these were in turn made up of many more or less independent individuals who came to see that independence is an empty name when it is coupled with inability. They saw that they



The Elementary Children of the Community District

Belle is the educational center of a community, which, being interpreted, means that she is also the religious center, the social center and the business center. Her educational statistics when set down beside her population statistics are unusual. The enrollment in her public schools equals her total population.

were interdependent so far as having efficient schools were concerned and that they could improve their educational opportunities only by larger co-operation. So a territory of about thirty square miles was consolidated into one district with Belle as the center. With the larger co-operative unit the children

now have improved rural and grade schools and a first class high school with a teacher-training course.

Notwithstanding the consolidation the demands for education have grown beyond the financial ability of the district when that ability is measured in terms of assessed valuation

tasteful to the regular movie man but the patrons are pleased and the children delighted.

The little town is without an electric lighting plant. The auditorium of the high school was not serving the community to its full possibility without means of lighting. No money was available from the public funds



The Teacher Training at Community Day in one of the Belle Rural Schools

and legal rate of school levy. But the people of this community act toward matters of education much as they do toward their other needs. If they are convinced that a piece of educational equipment is needed a way is found for

the installation of a lighting system; but again the people were willing to pay for what they wanted and some three dozen men of the community saw to it that a Delco Lighting Plant was put in. Now the bright lights



A Community Day at one of Belle's Rural Schools

its purchase. When they were convinced that their schools needed equipment for physical education, dimes, quarters and dollars were forthcoming from private purses to secure the equipment. The school now meets the full requirements of the physical education course. When it was realized that a moving picture machine would add to the efficiency of instruction and furnish to the community a part of the needed recreation, they didn't stop with saying there is no money in the school fund for such a purchase. They found that they could not afford to do without a portable picture machine and contributed privately for its installation, so that visual instruction is now a part of the regular work of the school, and co-operative picture shows for the entertainment of the community are not uncommon. This may be a little dis-



Elementary Teachers of the Community District

of the Belle school house invite the people to gather in it for numerous meetings and entertainments that continue to weld the community into a co-operative group.

All of this was made possible by the larger group co-operation. All enjoy the advantages that were denied to each so long as they held to the little district, independent, individualistic, but powerless.

But even the consolidation would not have brought these improved conditions to the people with out proper leadership. The school board found the leader they needed in the person of their Superintendent Chas. R. Johnston. This enterprising young man has taken

the high desires, the energy and the ability of the community and organized it into a working unit. He is himself a dynamo of energy and he knows every part of his educational machine. He has welded connections, eliminated short circuits, polished up the contact points and oiled the gears until all moves in harmony and toward the desired goal.

He has a corps of qualified and efficient teachers, a school board that believes in him and a group of patrons ready to follow where the board and the superintendent lead. His work is effective because Belle is a community and Belle is a better community because of his effective work.

The Educated Mind is the Greatest Producing Agency in the World

By JNO. H. GEHR

THE ABOVE TITLE is indeed a very sweeping statement. It is rare that such a sweeping statement can be made without qualifying it with exceptions. It has been said "every rule has its exceptions," but the writer cannot find a single exception to the above rule.

In two previous articles by request we discussed the relation of the educated mind to longevity, and saw how short life is in countries where illiteracy prevails. In India 91 per cent of the people are illiterate, and the average age is 22 years and that in the United States where 94 per cent of the people are literate the average expectancy of life is 51 years. In another article we tried to show that a high degree of literacy and a great number of inventions and copyrights go hand in hand. That is we may expect from illiterate people little in the way of inventions and copyrights, and the people add little to the comforts and conveniences of life.

In this article we want to discuss the relation of the educated mind to productiveness in agriculture. There are 1,748,000,000 people in the world. The population of the United States, Canada, South America, and Western Europe is less than half of the world population yet they produce more than $\frac{3}{4}$ of all the necessities of life. One reason why we prefer to live among a highly productive people is because they produce and use abundantly of food, clothing and shelter. In other words civilized people use more food, clothing, shelter, and other commodities of life, and this, within itself, shows that from the standpoint of the producer, transportation agencies, merchant, etc., it pays to give people an education for education causes people to have more wants, and to use more. If the merchants of a city want to increase sales, let them provide a way whereby the children may attend school say two years longer than usual, and sales and business will soon pick up. The educated person is a greater consumer as well as a greater producer.

To show that the educated mind increases productiveness let us submit a few specific ex-

amples. In Switzerland where illiteracy is as low as 0.2 of one per cent the average yield of dairy cattle is 6590 pounds of milk in a year; whereas in Siberia where 92 per cent of the people are illiterate the average production of milk per cow is 1192 pounds. It may be said that 100 per cent of the good dairy cows of the world are found in the civilized nations of the world. This alone is enough to justify the expenditure we make for agricultural education. Where has the best ear of corn been produced? What is the home of the best apples in the world? What nation or nations produced the best chickens? Who developed the most beautiful and useful horses? Where did wheat attain a high degree of perfection? Where are vegetables produced and used in great abundance? The answer is always the same. The best agriculture products are produced in the civilized nations of the world.

Not only is the educated mind the greatest producing agency in all the world but it is likewise true, that knowledge generally functions. To illustrate, as early as 1915, Missouri had more pupils studying high school agriculture than any other state. The same was true for the grades. This has resulted in some concrete achievements for Missouri. One illustration will suffice. For this illustration, I will refer to J. Kelly Wright's Missouriisms. Agricultural teaching in Missouri has functioned well. According to the 1923 U. S. Yearbook of Agriculture, page 74, Missouri has fewer tenants than any adjoining state. In 1923 Missouri had 28.6 per cent tenants; Illinois, 42.7 per cent; Iowa, 41.7 per cent; Nebraska, 42.9 per cent; Kansas, 40.4 per cent; Oklahoma, 51.0 per cent and Arkansas, 51.3 per cent. This specific concrete illustration shows how the work of the schools and the teaching of agriculture has specifically functioned. The agriculture taught was indeed a great creative force in thus reducing tenantry. The agencies in agriculture assisting in alleviating tenantry in Missouri, may well feel proud of having assisted in this service.

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Geography and the Higher Citizenship

(Copyright, 1925)

By J. RUSSELL SMITH, Ph.D.
Professor of Economic Geography,
Columbia University

I WAS BORN in Paradise—fool's paradise it proved to be. I refer to that snug and comfortable world that existed in millions of minds before 1914—that world of peaceful progress in which the forces of finance, commerce, common sense, and good will were to prevent any such thing as a world war. We were to have enduring peace while we worked our society along step by step toward better ends.

This paradise of peaceful progress was blown to atoms by the World War.

Will there be other World Wars? Must our children or our children's children be crushed by tanks, blown up by air bombs, made insane or shaking wrecks by shell shock, or permanent invalids by inflammatory gases, smothered in masses by deadly gas, or made to die in epidemics whose irresistible germs are spread by airplane?

If we have another war, we may have no civilization left after it is over. The science of destruction was in its infancy during the World War. The progress in the art of destruction since 1918 has been swift and appalling. The World War was a baby in comparison to what applied science can make the next war.

Who won advantage by the last war? What nation is better because of it? There is but one answer. No nation is a better nation because of the World War. The universal result was wreckage, sorrow, and discontent, with satisfaction nowhere to be found.

It is the task of the higher citizenship to arrange the relations of the groups of people called nations so that war shall not happen again. What can we do to bring this thing to pass? I asked myself that question again and again, both during the war and after the armistice.

I was doubtless one of millions who had the devastating experience of feeling the whole basis of things slip from under us as we saw no hope for civilization. Then, one morning in January, 1919, the light of hope returned to me. I was restored to membership in a progressive civilization, because I thought that I saw something reasonable enough to hope for and good enough to work for—something that might be a way out. My rebirth of hope ran like this. In the first years after the War all attempts at world organization will be bound by compromise. For some decades the plans for organization must be feeble, and they must undergo numerous changes. Sometimes it will seem that even the most promising plans can barely exist, much less make progress necessary for world peace. It seemed to me that twenty-five, perhaps even fifty, years would be required to demonstrate the success or failure of plans for peace and that the deciding factor would be the attitude of men's minds a quarter or a half century hence.

The attitude of mind that will make peace secure will be of slow development. Even wars do not happen suddenly. War is like fruit. The seed is planted, the tree grows and blooms, the fruit is set, and finally it comes along to ripeness. Will men's minds in twenty-five or fifty years ripen into sweet and nutritious fruit of peace or the bitter and poisonous fruit of war? The answer to that question depends largely upon America. The largest single factor in this world situation, this world of organization—this world of peace or this world of continuing anarchy and world war—will be the people of the United States. What they think and feel and do will almost settle it, as it did the World War. Then I saw that it was a problem of education, largely a school problem. Most of these people whose opinions are to decide the future are not yet in the schools, most of them indeed are not yet born.

Then came the question, what can I do to affect men's minds in this coming quarter century or half century of mind-making that will be so fateful for the world?

For a little time I wished that I might again be a teacher of history, that I might write history text-books for the school children of America. Further thought showed me that history was not the most effective avenue. History as now organized in our schools deals with but a corner of the world; a few countries, our own country and its historic roots, leaving most of the world as much in the outer darkness as it appears on a map of the world made by the Romans.

It is through the geography book and the geography teacher that the child is introduced to his own country and also to the whole world with all its countries and all its peoples. The geography teacher has a great responsibility in introducing the child to his neighbors upon this earth. This task has two parts: to teach the facts of geography and to encourage an attitude of mind. The book carries the body of knowledge, but the teacher can give it its soul, helping the child to an attitude of mind.

As a body of knowledge, geography is undergoing swift advance. Not long ago it was a deadly memorizing rote of question and answer, with no more explanation than a multiplication table. Now each year sees a deepening realization that the science of geography is really a study of cause and effect, an explanation of things, a basis of understanding, a subject valuable in finance, manufacturing, and trade as well as in citizenship and in the higher citizenship. Not only is an understanding of geography a vital part of training for citizenship in any country but it is the chief opportunity in our schools for teaching the higher citizenship—the relations, the good relations of the nations with each other as nations.

We teachers know that the children will forget most of the facts that we teach them about any subject which they do not continue to study. But we also know that even after many of the facts are gone, there is left a residue of **understanding**—of mental background—something of indispensable value well recognized in cultural education and even in training for business. After many of the facts of geography are gone from the mind that has studied about foreign countries, there will be certain spiritual residues; and here is the teacher's great opportunity to promote the higher citizenship. You can help the child, indeed, it is impossible that you shall do other than help the child toward respect or disrespect for other peoples, towards sympathy or antagonisms, towards understanding or misunderstanding. In other words, we are bound whether we wish it or not to help toward peace and world organization or help toward misunderstanding and war.

Respect, Sympathy, Understanding—These are the Great Spiritual Possibilities of the Geography Class

I. Respect

To have world peace, peoples must learn to respect each other. We want to teach the children of America to be mentally polite to other nations just as we want them to be personally polite to their neighbors; then they will begin to respect other nations.

In making children acquainted with foreign peoples, we have an instinct to overcome, the herd instinct, the instinct for likeness as against unlikeness, the instinctive egotism which makes us feel that things different from our own are not so good as our own. We see a bit of this creeping out in the definition of the word "barbarian," which is nothing but Greek for "foreigner."

One of the greatest verses of Scripture tells us to judge not, that we be not judged. The geography class is a continual temptation to judge, and it is also a continual opportunity for the teacher to inculcate a piece of fundamental wisdom, namely, that difference does not necessarily mean inferiority or superiority. It is a **difference** for which there is a reason. Of course, the first instinct of the youngster is the instinct of superiority, which the skillful teacher will seek to modify with a dose of respect.

The wide open road to teaching respect is furnished by the **skill** of foreign peoples. Look at the Eskimo's boat, made in some cases of skins sewed together with sinews and stretched around a framework of bones. In this skillfully made boat sits the lone paddler with his blouse of waterproof skin bound tightly around the opening of the boat, around his wrists and neck. If his boat upsets, no water can get into it. With a flip of his paddle he turns it upright and paddles on. This is one of the most marvelous marine creations of the human race. We have nothing that can rival it; and look at the materials of which it is made!

The examination of the Eskimo's tackle reveals case after case of skill quite beyond

any hope of rivalry by the children in our schools.

Again, we come to the American Indian. Nearly every school is within reach at least of an Indian arrow head or pictures of Indian things. Could the children of the school or their parents make these Indian things? No. Shall we disrespect the Indian who is our superior in certain kinds of handicrafts or shall we esteem him as a master workman with abilities different from our own?

The the Bushman of Australia. Perhaps it will be pointed out that he is one of the least intelligent of men, with the lowest social organization. But look at the boomerang. It is one of the most marvelous missiles in the world. Can any of our athletic boys throw a boomerang so that it will return to the thrower? Or can any of our intelligent ones identify tracks as the Bushman can?

Once the children's minds are directed in these channels, they realize that here (in some things) is their superior.

We can go on this way with all the various peoples of the world. Once the teacher has the theme, the great idea, the material is at hand or easily to be found for the inculcation of respect for the skill and for many other achievements—German science, French art, Chinese and Japanese art, the skill of the South American Indian who makes the Panama hat.

There is always the fact that the child cannot do these things, that their parents cannot do these things, and we must respect these people as our superiors in these particulars and therefore entitled to be looked upon without any concept of inferiority.

II. Sympathy

World peace depends upon sympathy between peoples. Antagonism leads to war.

The commonest basis of human relationships outside the family is the fellowship of common activity or interest. We get together as teachers, as spectators or players of baseball, cards or golf, as breeders of bulldogs, chickens, as members of sewing societies, engineering societies, horticultural societies, labor unions, manufacturers' associations, etc., etc.

One of the great facts for the teacher of geography is the study of peoples, as **people engaged in the same jobs as ourselves**. Men are everywhere making a living, making a home, educating their children, making a neighborhood and a government. In these fundamental activities we are like the Eskimo, the Bushman, the Indian, the Frenchman, the German, the Englishman, and the South American Indian. We are all fellow craftsmen, and it is thrilling to discover these facts.

Take the simple matter of food. All the world is a great group of fellow craftsmen who are engaged upon the endless task of feeding themselves, and the geography class gives continual opportunity for comparing the work of these differing craftsmen as they seek and achieve this common end in so many different kinds of places.

(Continued on page 86)

History of Education in Missouri

The Rural Schools.

By W. T. CARRINGTON

THERE IS LACK of careful discrimination in the use of the expression "School System." St. Louis and other large cities have organized their public schools with every part or phase related to every other directly or indirectly in such way that one part can not be neglected or eliminated without serious effect on every other. These organizations may very properly be called "School Systems." Many of the small cities and towns have fairly well organized "school systems," in the same sense. There is no state "school system" clearly defined. Missouri has in the past quarter of a century done much to systematize its school work. It has recognized that the rural and village school problems differ from city school problems and that they cannot well be treated as parts of one system.

In the beginning all the public schools of the state were of one type. They were community enterprises and were adapted to the accomplishment of the current conception of the purpose of the school to teach the tools of education and the fundamentals in character formation.

The early conception of the public school did not include preparation for college training for occupation or vocation, promoting social and public welfare, health conservation, physical development nor good citizenship. Necessity was the mother of the early school as it is of many other institutions. It was discovered that both the home and the church need supplementing in producing intelligent, moral and God-fearing members. Soon it was recognized that neither the home nor the church could exist for itself alone, hence the universal application of learning the tools of education in the public school. The idea of tax-supported schools was a later development. The first taxation for public schools was known as the rate bill which persisted in rural Missouri to the war between the states. The law authorized a school board to provide a school and assess the entire cost in rate bills against patrons in the proportion that the attendance of their children bore to the total attendance. These assessments were obligations and collected as any other legal debt.

In 1856 there was the recognition of some real problems of the one room school. There were many such schools in the towns and villages and in some towns there were two or more school districts each supporting a one-room school. In those days the moral character of the teacher was of much more concern than was the kind of house or equipment or the professional preparation. About this time both the national and state teachers' associations were organized. The discussions were mainly along lines of professional preparation of teachers, of support of schools by property taxation, of distinct recognition of a standard school room, of a standard course of study

and daily program and of text books especially suitable to the age and advancement of the pupils. The six years between 1855 and 1861 witnessed greater educational progress in Missouri than any other six years of its history. The progressive school movements promoted by Horace Mann for a dozen years had just taken hold in Missouri. Definite requirements in certifying teachers were adopted, institutes for instructing teachers in theory and practice were held, frame school houses of a type recommended by the state superintendent of public schools were constructed, a state course of study was widely distributed and generally used, publishing houses supplied text-books designated as up-to-date. There was radical change in the conception of the function of the public school and of its importance in social and civic life.

From 1861 to 1865 the vicissitudes of war not only checked progress which had fairly begun but closed many of the schools entirely. Missouri doubtless suffered more than other state because of the internal strife due to the fact that a large per cent of its citizens desired to join the confederacy, a much larger per cent held to the state's right to be neutral and a smaller number demanded of the national government that it take control of the state. The strife became so bitter that it carried over for another six years after the war closed. It is needless to record here the many excellent educational features of the constitution of 1865 and of legislation following none of which were approved by the people who had early settled in Missouri and constructed it. Those in charge of the state and county governments and of the schools were selected by a registered vote of those only who could take the test oath of never having sympathized with the confederacy.

By 1871 conditions had changed. Public control had fallen to liberals chosen by the people irrespective of war sympathies. The schools under superintendent John Montieth became normal again and considerable progress was made, more especially in emphasis on teacher-preparation and on the school programs. State and private normal schools were well attended and county teachers' institutes flourished. During these four years the public school began to concern itself with health and civic problems. The daily program of the rural school generally included history and civil government and physiology and hygiene. War and the discussion of its causes led to new conceptions of relations. Both sides recognized the lack of knowledge of the history of our country and of the principles upon which the government is founded, hence all sanctioned the expansion of the public school functions. The war also called attention to many physical weaknesses and contagious diseases that were before little known.

In 1875 the reaction had reached its climax in a new state constitution and statute enactments in harmony with it. County supervision of rural schools was abolished. The township system of school taxation was changed to the district system. Local control of the schools was firmly entrenched. The basic principle that controlled was protection for the minority. The people had so recently witnessed so much the effect of force in government that strong reactionary sentiment prevailed. This in no way checked the rising tide in favor of prepared teachers and progressive curricula. The people really wanted good schools without knowing how to get them.

Between 1865 and 1875 the cities and towns made rapid progress in differentiating their schools from the rural schools. The State Department and the normal schools functioned largely in promoting the country schools. This continued after 1875 for a quarter of a century. Gradually, however, the importance of city schools including the graded and high schools grew. Relatively the rural schools problem waned. There were four different state school administrations during that quarter century and every one of them kept some phase of the rural school problems to the fore; one kept the teacher situation before the people, another kept the course of study and methods of teaching prominent, another emphasized school helps and special subjects and the fourth kept the model school house constantly in sight. The present generation we fear do not fully appreciate the excellent work done in the rural schools during the last quarter of nineteenth century. There were many handicaps, many poor school houses, little worth while equipment, inadequate conception of the course of study, lack of supervision and shortage in school moneys. In spite of all handicaps there was much good teaching and a large sum total of all elements that stand out in character building. In a careful study of details the rural schools in Missouri between 1875 and 1900 will compare most favorably with those of 1900 to 1925.

Missouri had had for a quarter of a century discussion of "a larger school unit." Some have emphasized its necessity as a tax problem, others as an administrative problem and still others as a problem to secure better and more extensive opportunities, including high schools for, and suited to, farmer boys and girls. The late Geo. B. Ellis, once Secretary of the State Board of Agriculture, championed a bill in the legislature in 1899 to establish school townships thus uniting four or more rural districts into one district for administrative, taxing and high school purposes. It met with much favor and failed of enactment by only a few votes. It undertook to utilize whatever of virtue remained of an earlier school law which provided for congressional township school trustees clothed with taxing authority without any administrative powers. The writer secured his first employment as teacher in 1872 from a district school board but made reports to a township board who paid his monthly salary from a township fund.

In 1901 the discussion was centered on "consolidated districts." A local option law was passed and Supt. W. H. Johnson of Jackson County secured the first consolidation in the state at Raytown. This school district maintained a central high school and four district elementary schools from one common fund all administered by one board. This law with modifications relating to state aid and transportation of pupils is still in the statutes.

For some years efforts were made to popularize consolidation. State aid was secured for consolidated buildings and legal transportation of pupils. These enabled many consolidated districts to concentrate their teaching, equipment and maintenance expenses to secure greater efficiency in every way. At the same time the state department promoted teaching of vocational agriculture and standardization of rural schools. It also undertook to classify one-room rural schools into A, B and C classes similar to the classification of high schools. The 1915 state report said "The results of standardization and classification of high schools have been little short of marvelous. We may expect like results from the application of same principle to rural schools."

The 1916 state report makes a strong plea for consolidation. There were at that time 121 consolidated districts maintaining 156 high school teachers with an average of 16 pupils and 506 elementary teachers with an average of 31 pupils. The larger part of the development had been in the previous three years. Twelve years of constant discussion had begun to move the people rapidly towards rural school improvement through local option consolidation. There seems to have been less interest in consolidation since 1916. The state superintendent advised in the 1918 report that the consolidation laws be allowed to remain for two years.

An extensive cooperative study was made of Missouri rural schools in 1918 by the state department, state association and state institutions. This report emphasized the following: (1) Missouri ranks in the lower half of states and has lost in rank since 1910; (2) If the people in rural districts want better schools they will have to spend more money; (3) Need of complete reorganization of state department and of school taxation; (4) The county unit to take the place of local district taxations and management of schools.

This study was very thorough and its publication in the 1918 report attracted wide attention. It set up high ideals for our rural schools in teachers preparation, in methods and management and in financing. It is hoped that many of its suggestions may be attained in the near future. The state department and the state association centered their efforts in 1921 on enacting the county unit proposal. It was enacted by the general assembly and approved by the governor, but defeated in the referendum. There has been no change of consequence in organization and administration since 1916.

While the county unit proposed was pending many new consolidated districts were formed. This was true where there was a seeming opportunity to hold such organization from under the proposed county unit. Possibly greater progress could have been achieved by efforts to improve along lines where foundations had been laid. It is suggested to those who now control educational movements in Missouri that efforts be concentrated to evolve a complete state system of consolidated schools. It may take time, but it is practical.

There had been constant emphasis on the necessity of supervision of rural schools which was provided by legislation in 1909. It is not correct to think there was no such supervision prior to that date. The state department beginning in 1899, through a systematized course of study for rural and village schools, through discussion with teachers in local meetings, through systems of examinations and checks, through rural graduations and by means of articulation with the town and village high school, stimulated and helped the county boards of education to do much the same work that paid county superintendents do. The State Normal Schools cooperated with the state department in concentrating efforts on improvements in the rural schools. The first ten years of the century concentrated an era of good feeling and good will, and of cooperative effort in linking up the rural schools with the entire school system. Stren-

uous and united efforts along these lines led to county supervision, and this in turn led to standardizing and classifying rural schools. Much closer supervision, larger provision for teacher-training, better system of state aids and state apportionments, and consolidation in many communities account for more improvements and progressive attitudes in recent years.

The outlook for the rural schools in Missouri is bright. The present state department is fortunate in having an opportunity to put on a program of very close supervision and definite demonstration. Never before in the history of our schools has there been such an opportunity to utilize state and local resources in the interest of the one-room school. Yes, there are hindrances to perfecting the system. There are unequal opportunities for rural children. There is inequality in taxing for school purposes, progressives are hampered by conservatives in every community and overwhelmed by them in some communities and many still seem "to think more of their pigs than of their children." It will do no good to worry and irritate the conservatives. Let the teaching fraternity recognize that the one-room school will persist for many years, that it will be very largely under local control, that real progress is a moral or spiritual force at work among mortal men. United in such purpose and attitude more rapid progress is sure to follow.

Monett Uses a Single-Salary Schedule

By SUPERINTENDENT C. E. EVANS

How many schools in Missouri have adopted the single-salary schedule for which the M. S. T. A. stands as their resolutions indicate? If skill in teaching, professional preparation, and genuine ability are the fundamental considerations, why are so many schools allowing the ages and grades of the children taught to determine the size of the salaries paid to the teachers? Is this practice merely a hang-over from the days when a teacher's knowledge of subject matter was the sole consideration and when professional training was not considered at all, or is there a real reason why the teacher of trigonometry to 17-year-old children should receive more than the teacher of arithmetic to 10-year-old children? Should we continue to consider the subject matter as the criterion for the determination of salaries, or should we do as the Board and Superintendent at Monett have done—place the emphasis on the service rendered to the child and give to the teacher of arithmetic in the grades just as much as we give to the teacher of trigonometry in the high school, provided he has just as good training and does just as good teaching? Should the physician who specializes in the treatment of infants be content to receive less than the physician who treats only adults? Is there an analogy between teachers and physicians?—Editor.

FOR THE LAST two years the Missouri State Teachers Association has declared itself in favor of a single salary schedule for grades and high school. State Superintendent Lee has repeatedly warned that the high schools are being manned and equipped to the neglect of the grades, and he is taking active steps looking toward placing more emphasis upon the requirements necessary for efficient grade work.

One of the chief factors in grade school inefficiency is the unequal salary schedules almost uniformly in force throughout the state—and in other states, for that matter. With higher salaries in the high schools, am-

bitious grade teachers aspire to the higher paid positions, and leave the grades to teachers with less preparation and experience, and often with little or no ambition to do more than hold their jobs. A single salary schedule bases salary on training and experience without reference to whether the position is in the grades, junior high school, or senior high school. We need just as efficient and well-trained teachers in the grades as in the high school—sometimes I think we should have our strongest and most efficient teachers in the grades. The single salary schedule is the only plan that will get such teachers for the grades AND KEEP THEM THERE.

Monett has adopted and has in operation a simple single salary schedule. We are paying exactly the same salaries in the grades for the same qualifications that we pay in the high school. Some of our grade teachers are college graduates of extensive experience and receive the maximum salary on our schedule, exactly the same amount as is paid high school teachers with equal qualifications.

Below is our schedule. Salaries are not high, but are somewhat above the average for southwest Missouri. As our teachers advance in their training above the bachelor's degree through summer school attendance, provision should be made recognizing such progress, and undoubtedly our Board will make such provision.

MONETT PUBLIC SCHOOLS SALARY SCHEDULE,

Monett, Missouri

In the determination of salaries, teachers are grouped as follows:

Class A—Consisting of special and vocational teachers, principals, and superintendents. Salaries to be fixed by the board.

Class B—Consisting of teachers who have a degree and four or more years of experience in the work for which they are being paid, with two or more years of experience in the Monett system. Salary, \$1400.

Class C—Consisting of teachers who have a degree with three years of experience in the work for which they are being paid, with one year in the Monett system. Salary, \$1350.

Class D—Consisting of teachers who have a degree with two years of experience in the work for which they are being paid. Salary, \$1300.

Class E—Consisting of teachers who have a degree with one year of experience in the work for which they are being paid. Salary, \$1250.

Class F—Consisting of teachers with 105 college hours and three years of experience, or a degree and no experience. Salary, \$1175.

Class G—Consisting of teachers with 90 hours of college credit and three years of experience, or 105 hours of college credit and no experience. Salary, \$1100.

Class H—Consisting of teachers with 75 hours of college credit and three years of experience, or with 90 hours and no experience. Salary, \$1050.

Class I—Consisting of teachers having 60 hours of college credit and three years of experience, or 75 hours and no experience. Salary, \$1000.

Class J—Consisting of teachers who have 60 hours of college credit and no experience. Salary, \$855.

NOTE: The experience required in the schedule must be experience in the work for which the teacher is being paid. The scholarship factor used in the schedule will be determined by the number of college hours credited to each teacher on September 1st of the contract year.

No teacher is employed for high school work except those having a degree.

Reading in the Primary Grades

By EDITH GAYTON GERMANE

READING HAS ALWAYS been an important subject in the beginning grades.

Indeed, a child's invariable answer when he is asked why he wants to go to school is, "I want to learn to read."

Apparently our main excuse for teaching reading in Grade I is traditional,—it has always been taught there. Undoubtedly it would be much better for the child if in his first months of school, he was given an opportunity to express his natural impulses freely and frequently. If he could live in a socially organized school wherein he participated in art, handwork, dancing, singing, going on excursions, listening to and telling stories, learning to be a helpful, happy member of a miniature community, his future life would be richer and happier. But because of our "fetish" for traditional subject matter "right from the beginning," development of this type is sadly neglected. Again, the present formal curriculum necessitates an organization within the school which makes it almost impossible for the teacher to nurture the life of the child by means of natural experiences.

In defense of teaching reading so early in the grades, it might be argued that by means of this tool, the child's "inner urge" to find out about the world in which he lives is satisfied in part. Reading makes it possible for him to live over again the experiences of all children of the most ancient times, in the most remote sections of the earth. How other people have lived, how they played, their literature, their songs, their beliefs thus become a part of his experience because of his ability to read. Only too often must he depend upon his own reading to get this information because teachers and parents are too busy "with matters of importance."

Therefore, because public opinion and our school organization practically demand that the business of learning to read be the main undertaking of the first grade, and because the habits formed at this time affect one's reading in later life, it is all the more important that the presentation of reading to beginners be based upon sound psychological and pedagogical principles.

Importance of Method

Although this subject has always been considered as vitally important it is only recently that much attention has been given to the method of scientific presentation. Research studies in reading have quite recently almost revolutionized our methods of teaching it. Within a relatively short time the results of these studies have changed the emphasis from the mechanics as represented in the inane ABC method to that of thought-getting and appreciation.

One needs only to visit some of our schools where the older methods are still in vogue to realize that the pupils are not reading in the true sense of the word, there is no thought-getting but a listless, mechanical "mouthing" of words. What will be the effect of such beginning lessons upon the pupil? Will he not begin to think that if he can pronounce the words with reasonable facility, he is a good reader? With the colorless, uninteresting material that these pupils are often given to read it may not make much difference. But in the third, fourth or fifth grade the pupils are going to be terribly handicapped because he cannot interpret the paragraph, section or chapter in content subject matter such as history or geography. The student in the intermediate or upper grades who "reads over the assignment" but knows nothing of the contents is only too familiar to us all. Reading for thought has not been part of his training.

The following little poem pictures rather clearly what is happening to the child:

"The finest stories in the world
May tells to us at night,
Giants and dwarfs jump all round
When we put out the light.
But once I crept close to her school,
And peeped right through the door,
I heard May reading from a book,—
She never read like that before!
'I—have—a—dog—' she slowly said,
'My—dog—can—jump—and—run.'
She drawled and dragged word after word
As if she did not like the fun."

The manuals of the best primers and first readers now on the market give in detail the steps in the teaching of various lessons in their books; hence it is unnecessary to go into detail here save to emphasize the importance of having the modern view-point. The importance of a right beginning cannot be over-emphasized for reading may become the "scourge of childhood" or a great joy which unfolds greater possibilities to the child every day.

Importance of Subject Matter

If, in the beginning lessons in reading, thought-getting is to be stressed, then the subject matter is just as important in the first grade as in the more advanced grades. It must be interesting and of intrinsic worth to the child and should awaken a desire to read more material of that type. The first grader pupil's attitude to his reading should

be the same as that of an adult,—he wants to learn "what happens" in a story, he reads for information or for instructions. Consequently, many of the old time primers that have been ingeniously written to drill repeatedly upon certain words but in a perfectly mechanical and inane way are automatically tabooed. Interesting subject matter presented in an attractive form is an absolute necessity if the first grade reading lessons are to be a success.

If one is unfortunate enough to have a supply of the old time primers and first readers only, and if there is no fund, however small, available to buy some "usable" books, the teacher will have to look elsewhere for material. Many children have books of their own at home that they would be willing to "lend" to the class. Often the parents are willing to buy an extra book if they realize that it will mean much to the child to have it. Certainly a book of "Mother Goose Rhymes" can be obtained from some source. The traveling library offers possibilities. The teacher will find that it is money well-invested to buy desk copies of some of the better beginning readers and use the contents as a basis for her blackboard work. From her own storehouse of folk tales, fairy tales, and rhymes she can adapt blackboard lessons that will meet the requirements. As suggested in the latter part of this article, the everyday activities in the school and community afford excellent opportunity for composing reading lessons of intrinsic worth.

Place and Type of Drill

To the teacher who has always used some "mechanical" method, the first question that occurs to her is, "Should there be any word or phonic drill?" The answer is, "Yes, but as an aid to thought-getting." If the child is to read with ease and profit, it is necessary that early in his school life he master the mechanics of reading. A certain amount of drill is necessary to secure ease and fluency in reading. But, drill must not be substituted for teaching or given an undue amount of time. The drill lessons should always be "a thing apart" from the reading lesson and follow it instead of precede it. Drill would include drill on (1) sentences (2) word groups (3) single words and (4) phonics.

Phrase and sentence cards are almost indispensable to the primary teacher. If the cards accompanying the particular readers in use cannot be obtained, then it is time and money well spent for the teacher to make her own. Oak tag is relatively cheap and with a blunt pen and a bottle of black India ink, a large number of cards can be made in a very short time. The cards are easily handled and are always ready for use. There is practically no limit to the number of ways in which they may be used.

In all sentence, phrase or word drill, the object is to have the child see the short sentence, phrase or word, not in separate parts, but as a unit. Through drill of this type, the child will form the habit of seeing thought-

units at a glance instead of individual letters or words. The cards must be presented in such a way that the child must take in "an eye-full" at a single glance. Of course, the sentences or phrases being drilled upon are those which have occurred in the previous reading lessons.

Sample Devices for Drill

Following are a few suggestions for the use of such material:

1. The sentences (short) are distributed around the room or on the blackboard ledge. One child, acting as leader, asks a question and the other children try to find the card that answers it.

Example: Where did the fox live?

Where was his house?

Answer "in the woods." "on a hill."

2. Racing to see who can recognize the greater number of cards displayed on the rack, ledge or distributed about the room.

3. Pointing out sentences on the board or in the book that tell a certain part of the story.

Example: Find a sentence that you enjoyed very much. Find the sentence that gave you most trouble. Find all the sentences that tell about the fairy queen. Find the sentence that tells who made the goat go home.

4. Completing a sentence, part of which is presented on the board.

Example: We read the story of
(Jack and Jill)

We saw a picture of
(the bold, bad fox)

5. Making a new story with phrases that occurred in some preceding lesson.

Example: Here is Little Bo Peep.

She is in the garden.

Little Miss Muffet is in the garden too.

Is Little Bo Peep eating curds and whey?

Is Jack Horner looking for his sheep?

6. Matching phrases and pictures.

Example: in a pretty little house.
in a big woods.
the little brown hen
four bad little foxes

(Pictures that would do for this purpose may be found in various magazines and mounted on stiff paper.)

7. Answering questions by finding the right picture.

Example: Who hides his nuts in a hollow tree?
What animal gives us milk?
Who says, "Bow-wow?"

8. Matching nursery rhymes and pictures.

The above methods are only suggestive. Often the pupils themselves suggest methods of varying the drill. In rural schools where the teacher has so many classes to teach, some bright, reliable pupil from the second or third grade might act as leader and conduct the drill in the lower classes.

Supplementary Reading Exercises

As well as reading from texts, the work in the primary grades should be based upon all phases of activity in these groups. Many a

live reading lesson may be conducted by using material from history, geography, school or community activities. These lessons should be short, consisting of a few well-worded sentences. The class may dictate them to the teacher who writes them on the board during the oral English period. Later, this same story may be used for reading purposes.

The following is a reading lesson composed by a second grade group of children:

Our class went to visit the fire station.

We saw where the firemen sleep.

One of them showed us how the fire alarm is turned in.

Mr. Avery slid down the pole.

While we were there a real alarm was turned in.

We saw the fire engines go to the fire.

In this case the children also drew pictures with their crayolas to illustrate what they had seen. Thus, through this one activity, reading, art and oral English were correlated.

Reading for Seat Work

Many teachers, of rural schools particularly, have considerable difficulty in supplying the pupils with seat work that is really of value. It has been found that silent reading exercises may be profitably given. The following examples are suggestive only:

1. Write a riddle on the blackboard and cover it with a map until you wish the class to see it. Have the pupils draw with crayolas or cut out the answer.

Example: Oh, my head is big
And my eyes are bright;
I sleep by day
And I fly at night;
I make my home
In a big hollow tree;
Ah! You're not bright
If you can't guess me.

2. Write a nursery rhyme under a map and have the children illustrate it. The teacher may give full directions or let the pupils decide for themselves just how it shall be pictured.

Example: There was an old woman
Who lived in a shoe,
She had so many children
She didn't know what to do.

- a. Draw a very large shoe.
- b. Make a door and window in it.
- c. Color the shoe black.
- d. Show three children at the door.
- e. Show two children at the window.
- f. Draw a couple of children on the top of the shoe.

- g. Draw the old woman.
- h. What would you put in her hand?

3. Sentences may be written on the blackboard in which a word or two are omitted. The pupils read and put in the correct word.

Example: We know that winter is here because

- a. The is on the ground.
- b. The wind is
- c. The days are
- d. The have gone south.

4. Short sentences may be printed on small oak tag cards and then divided into subject and predicate. The cards are shuf-

fled. The children are asked to make true sentences by matching the cards.

Example: Birds can fly.
Bears sleep all winter.
The elephant has a long trunk.
The rabbit likes lettuce.

5. A little poem may be written under a map and the pupils asked to read it quickly and then draw a picture to tell the story. If there is more than one stanza, it might be suggested that they present a moving picture of the poem, that is, draw a picture for each stanza. "Old Mother Hubbard", "Who Killed Cock Robin" or similar rhymes may be represented in this way. The pictures will doubtless be crude but they will represent graphically the child's interpretation of the poem.

Group and Individual Reading

Children in the primary grades should have access to many well-written, attractive books and should be encouraged to use them freely. Supplementary reading material often solves the problem of the "bright girl or boy" who is always finishing the regular work before anyone else and frequently gets into mischief. There are many ways in which group and individual reading may function. The following methods may suggest others:

1. The class has read an old folk tale, say *Cinderella*. The teacher tells them that in these other books the same story is told but by different writers. One group is given one version to prepare, another group, a second version and still a third group, a third version. A leader is appointed for each group. He is responsible for the preparation of his particular version. At a later period, the stories are read to the class, the similarities and differences are discussed. Individuals may be encouraged to state which story he likes best, giving reasons.

2. Stories not found in the regular class readers are read by groups or individuals and dramatized for the class. Familiar stories such as some of the old fables may be acted in pantomime and the class guesses what story is being represented.

3. Individuals read stories and then desire to "share" them with the rest of the class by reading them orally.

4. Pupils in the second or third grade may prepare stories to read to the first grade. Children who are a little slow in reading may be given "purposeful" review in this manner. It would be discouraging to a third grade boy to tell him that the subject matter of his reader was too difficult for him and that he must use first or second readers. But if it is suggested that he prepare a story from one of the lower readers so that he may be able to read it to the lower class or to younger brothers and sisters at home, he goes about it with pleasure. In no case should a child be permitted to "stumble through" a story. Children are usually very just and readily realize that it is not fair to the story or the audience to try to share it with others before it has been mastered by the reader.

Conclusion:

In conclusion, let us recall some of the basic principles that underlie the teaching of primary reading:

1. The early habits formed in reading follow a child throughout his life and either hinder or aid him in his later studies.

2. Reading is primarily thought-getting, a matter of interpretation and appreciation. Consequently, the subject matter must be interesting and of intrinsic worth to the child.

3. Drill is necessary in the teaching of beginning reading but should serve always as a means to an end and should be conducted in a period separate from the reading period and following it.

4. If pupils are to become good readers, they must have access to much attractive material. Libraries in the primary grades are sadly inadequate. After all, "we learn to read by reading." The child's attitude toward reading as he grows older will depend to a large degree upon the supply and character and material that was available in the primary grades.

State Superintendent Sends Information Regarding Bills

State Superintendent Chas. A. Lee has sent the following information to all county superintendents of the state regarding bills that had been introduced in General Assembly up to January 28.

H. B. No. 7 would remove the high school qualifications for teachers.

H. B. No. 26 provides that examinations before a county superintendent may stand in lieu of work done regularly in a high school in any subject.

H. B. No. 28 provides for a county unit for high school purposes and the building of from two to five first class high schools in each county to be built and maintained from the funds of the State and to be controlled by a county board of education.

H. B. No. 113 compels districts furnishing free textbooks to follow the adoptions as made by the county textbook commission.

H. B. No. 115 provides for state uniformity of textbooks.

H. B. No. 138 enables Teachers Colleges to establish short courses in agriculture similar to those now conducted by the College of Agriculture.

H. B. 146 is the Community School Bill providing for equalization of educational opportunities.

H. B. 147 changes the method of distribution of state school funds.

H. B. 148 would increase the allowance for the traveling and incidental expenses of the county superintendents in St. Louis and Jackson counties, only.

H. B. 150 would enable the counties of St. Louis and Jackson to employ assistants to the county superintendent.—Editor.

Dear County Superintendent:—

Knowing that you will be interested in the school legislation I am going to send you a letter each week keeping you advised on the progress of the various school bills. I will give the number of the bill and tell its provisions when it is introduced. As the bill progresses or fails to progress I will refer to it by number, so it will be well to preserve the letter giving the name and number of the bill.

The following school bills have been introduced in the House:

HB No. 7, introduced by Mr. Bales of Shannon.

This bill amends Section 11360 found on page 139 of the Revised School Laws of 1923 by striking out of the section these words:

"From and after September 1, 1925, all applicants for a third grade certificate must present evidence of having completed three years of such work or its equivalent. From and after September 1, 1927, all applicants for a third grade certificate must present evidence of having completed four years of such work or its equivalent."

HB No. 26, introduced by Mr. Ellis of Barry County.

Amends Section 15 of House Bill 352 found on pages 203 and 204 of the Revised School Laws of 1923 by adding these words to this section:

"Provided further, that any one shall be entitled to go before the county superintendent of schools in the county where such person resides and take an examination upon any of the subjects, and if they shall pass a satisfactory examination they shall have credit for such subjects in any high school in the state. If any person taking the examination and the county superintendent cannot agree on the grades made by the applicant, they may each choose one public school teacher holding a first grade certificate, and the two so selected shall choose a third teacher possessing the same qualifications and the three shall examine the papers of the applicant and grade the same and their decision shall be final as to the grades made."

Note: This added portion is intended to follow these words in Section 15 "public funds" in the fifth line on page 204 of the Revised School Laws of 1923.

HB No. 28, introduced by Mr. Ellis of Barry County.

Adds another section to be known as Section 15a to Section 15 of House Bill 352 as referred to above. The new section, 15a, in substance is:

Each county in Missouri having 100 or more rural districts shall be entitled to at least five first class high schools to be built, equipped and maintained by an appropriation, said appropriation one-third from the public funds and two-thirds from the general revenue funds of the state. One school to be built and

maintained each year until five schools are built and under maintenance and to be maintained each year thereafter. Any county having fewer than 100 school districts and more than 75 shall have at least four or any county having less than 75 or more than 50 shall be entitled to three. No county to have less than two such schools. All first class rural high schools so established and equipped as provided in this section shall be governed by four directors to be elected by the people of the county at the next annual school meeting, two to serve for a period of two years and two for a period of four years and two to be elected every two years thereafter. One must be elected from the north, one from the south, one from the east and one from the western parts of the county. They shall have power to locate the high schools one in the north, one in the south, one in the east and one in the western part of the county and one in the central part of the county where the rural districts demand it. County superintendent to be chairman or president of this board and they shall all possess the same qualifications and powers as boards in other rural districts. The board is to serve without compensation except actual expenses while doing actual service for the schools."

HB No. 68, introduced by Mr. Rucker.

Amends Article 19, Chapter 102, Revised Statutes of Missouri for 1919 by adding Section 11573-a.

"Provides that any lands donated by the Atlantic and Pacific Railroad Company to the state by deed dated February 16, 1871, and all other lands conveyed by corporations or individuals to the state or the State University may be sold and conveyed by the board of curators and deeds of conveyance to the same shall be executed by the president of the board. Any conveyances of such lands heretofore made by the board in accordance with the provisions of this section divests the State of Missouri of all title to the same and vests said title in the grantees, their heirs and assigns forever."

HB No. 113, introduced by Mr. Sanford.

Amends Section 11394 found on page 151 of the Revised School Laws of 1923 by striking out the words "county or" where they occur between the words "any" and "state" so that the sentence will then read:

"No contract hereafter made by any state textbook commission shall be binding upon any school district furnishing free textbooks to its pupils."

HB No. 114, introduced by Mr. Sanford.

Amends Section 11358 found on page 137 Revised School Laws 1923 so that the second line on page 138 of the Revised School Laws of 1923 will read:

"Thereto advanced American History, or Citizenship, and one branch of Science, either Physics, General Science or Advanced Agriculture."

HB No. 115, introduced by Messrs. Galloway, Noland, Kirschner, Tucker, McLaughlin, Bales and Robertson.

Repeals Sections 11369 to 11391 inclusive and enacts 26 new sections in lieu of these creating a state textbook commission, prescribing its powers and duties, fixing the compensation of its members, etc.

Commission to be composed of State Superintendent and four members to be appointed by the Governor. Approved by the senate. Not more than two commissioners shall belong to the same political party. Must have been engaged actively in school work for at least three years next preceding appointment. Two members of the commission must be teachers in rural schools and other two from outside of any city of the first or second class. Shall hold office for four years except that the term of office of two members shall expire two years from date of appointment and in naming the first commission the Governor shall designate who shall hold for two years and who for four years. Must meet at State Capital in office of State Superintendent of Public Schools on the first Tuesday of August, 1925 and qualify by taking oath. State Superintendent shall be ex officio president. After the act takes effect State Superintendent shall advertise in at least three of the leading educational periodicals published in the United States for sealed bids or proposals for publishers of new books or owners of manuscripts on such subjects as they may desire to file with the commission. Said bids must not be submitted later than the third Monday in August, 1925 and must be accompanied by certified check payable to the State Treasurer in the sum of \$1,000 conditioned that if any contract be awarded to any bidder such bidder will enter into a contract to perform the conditions of his bid to the acceptance and satisfaction of the commission. The publisher must enter into a bond in the penal sum of \$25,000 for the faithful performance of the conditions of the contract. This bond must be approved by the Governor. The commission is to adopt a complete set of textbooks for all the grades up to and including the eighth grade. This adoption must hold for five years. At the end of this period the president may call the commission together to consider any necessary changes.

HB No. 138, introduced by Mr. Haymes.

Amends Article 17 of Chapter 102 by adding a new section to be known as Section 11501-2.

This section relates to the establishment of short courses in agriculture at the teachers colleges. These courses shall be free and open to all persons engaged or interested in agricultural studies and pursuits in the respective districts of the teachers colleges and shall be held in the building provided by law for such teachers colleges or in such places in the county in which the teachers colleges are located as may be designated by the board of regents for the purpose of carrying out

the provisions and terms of this section. The board can secure, in addition to the regular faculty members of such teachers colleges, such instructors, lecturers and teachers as in the judgment of the board may be required for giving the courses.

HB No. 146, introduced by Messrs. Freeland, Sanford, Bales of Shannon and Crawford.

This is the Community School Bill providing for equal educational opportunities for all the children of the state.

HB No. 147, introduced by Messrs. Wilson, Wherle and Bamber.

Repeals Section 11179 found on page 42 of the Revised School Laws of 1923. The money under the new section shall be apportioned as follows:

\$100 for each teacher, each principal and each supervisor actually employed for the entire term; provided any teacher employed for less than one-half of the term shall not be counted for any teacher employed for more than one-half of the term and less than nine-tenths shall be apportioned one-half the amount apportioned for teachers, principals and supervisors employed for the full term. In any district in which the average daily attendance preceding the apportionment year has been less than 15 only one-half the amount apportioned for other teachers or supervisors shall be apportioned. When a school district at the annual school meeting of the year next preceding vote the maximum levy for school purposes and when 75 per cent of the school taxes so collected were not sufficient to pay the teacher an average salary of not less than \$800 or more than \$1,000 for a term of eight months or not less than \$1,000 or more than \$1,200 for a term of nine months or more, then the State Superintendent shall apportion to said district the excess over the 75 per cent of the taxes so collected for school purposes, provided the state shall not apportion more than 40 per cent of the salaries paid to the teacher or teachers of said district.

Note: Provisions for the apportionment for days' attendance remains the same.

HB No. 148, introduced by Messrs. Wilson, Wherle and Bamber.

Provides for traveling and other incidental expenses of county superintendent.

Counties now or hereafter having 80,000 inhabitants and which now or may hereafter adjoin a city now or hereafter having 200,000 inhabitants or more the county superintendent is to be allowed out of the county treasury for traveling and other incidental expenses incurred in the performance of his official duties a sum equal to 25 per cent of his annual salary, together with an additional sum of \$3.00 annually for every teacher employed in the public schools of the county for the year next preceding as shown by the annual reports of the district clerks.

Note: This bill has an emergency clause.

HB No. 150, introduced by Messrs. Wilson, Wherle and Bamber.

Provides for a chief assistant and secretary to the county superintendent.

Counties having 80,000 inhabitants or more which now or may hereafter adjoin any city now or hereafter having 800,000 inhabitants or more the county superintendent shall be entitled to a chief assistant or secretary to be appointed by the county superintendent. Qualifications for the chief assistant must be the same as the county superintendent. The chief assistant shall hold office at the pleasure of the county superintendent and the county court shall fix the salaries of the chief as-

sistant and secretary provided the annual salary of the chief assistant shall not be less than \$2,000 or more than \$3,000 together with the necessary traveling expenses. The salary of the secretary shall not exceed \$125 a month.

Note: This bill has an emergency clause.

Senate Bill No. 43 same as House Bill No. 115.

Senate Bill No. 71 same as House Bill No. 146.

Why Not an Exchange of Public School Teachers Among the English-Speaking Countries?

A. M. SHAW, JR., New Madrid, Mo.

DURING MY VISIT to England last summer, I found the people of this country very friendly in their attitude toward America. I talked with scores of them from almost every level of society and I found that there was an earnest desire for World Peace very generally diffused among them. Also, I found the idea prevalent everywhere that a long step in this direction could be made by effecting a perfect understanding between the people of the United States and the people of the British Empire. There are not a few of the English who believe that America and the Empire standing together could keep the peace of the world against great opposition and with only the help that would naturally come to them in case of a fresh outbreak.

Doubtless, this attitude is known to many people in this country (numerically and not comparatively speaking), as are the facts concerning the degree of understanding that already exists between these peoples and the reasons for it; therefore, I will not dwell further on this idea, but I will take it for granted that it is accepted where it is understood and will concern myself only with an idea which I propose as an aid to the promotion of this understanding.

This idea, I had in mind before my visit to England; it may be original and it may not be. I have never heard it voiced by anyone else. Briefly, it is an exchange of public school teachers between the Empire and the United States.

Inasmuch as there are a number of plans which obviously are feasible, I will not go into this except to state that under the present organization of our school system in this country, the school making the exchange would be obliged to pay either the salary of the teacher sent abroad or the one accepted into its system from Britain or other parts of that empire. The exchange might be made for whatever length of time promised to be most satisfactory. I have a number of considerations in mind which confirm a two year period as the most advantageous.

The probable success in at least partially achieving the ends in view is indicated by the good which has been brought about in this regard by the Rhodes Scholarships and by the exchange of professors and students which

has gone on among countries in the past. Within the past year or two, some of the larger city schools systems of this country have adopted a program of teacher exchange among themselves, the ultimate aim of which is doubtless the promotion of a fuller understanding among the people within our own nation. Once in my experience as a school administrator I gathered into my system, teachers from several sections of this country. I found the results highly satisfactory in many respects, and were it not for a number of considerations respecting a difference in requirements for certification and the consequent difference in the quality of the teachers from the several states, which make such a program difficult, I should be doing something of the sort now.

The conclusion is obvious. If a little of this exchange of teachers and students is good, more of it must be better, and if it is beneficial in promoting understanding between different localities within the same country, living under the same flag, reading the same newspapers and periodicals, with the same history and the same standards of living, it must be more fruitful when in use between countries that, however similar, are vastly different.

As to minor benefits, no one will dispute the value of the exchange to the teachers involved, nor to the pupils; and it has an advantage over scholarships in that it is inexpensive. An exchange is simply an exchange; a teacher is sent abroad but one is received in return. Personally, I should be very glad to have a teacher in our school system drawn from any part of the British Empire.

I have confined myself to the possibility of this exchange between America and the Empire, because it is with an understanding among English-speaking peoples that I am concerned in this article, and because an exchange of teachers between countries that speak the same language, could be more easily and profitably put into practice. In time, language difficulties might be gotten around and the policy extended to other nations. Who knows but that in the French courses given in our public schools we might, with the assistance of a native French teacher, develop students of this language who could pronounce it!

Plans for the World Conference on Education

CHARLES H. WILLIAMS

PREPARATIONS FOR the second World Conference on Education, which will be held at Edinburgh, Scotland, July 20 to July 28, 1925, under the auspices of the World Federation of Education Associations, are now well advanced. It is almost certain that the attendance at this Conference will be far in excess of the attendance at the first World Conference on Education, which was held at San Francisco in July, 1923, in which more than forty nations participated.

Information received from Scotland and England make it certain that there will be a very large attendance from the British Isles. The teachers of Scotland have already raised approximately \$25,000 to meet the local expenses of the meeting. The National Union of Teachers of England and Wales, the largest teachers' organization in the British Isles, is actively participating in the arrangements for the meeting. The immediate direction of the local arrangements is in the hands of a large committee with members residing in Scotland or in England, with Mr. George C. Pringle, Secretary of the Scottish Institute, at its head. Recent advice received from Mr. Pringle indicates that in addition to the large number of teachers who will attend from those countries, the noted writers, H. G. Wells and J. M. Barrie, will be present at the meeting. Also, Lady Astor and Prime Minister Stanley Baldwin have indicated to the committee the probability of their attendance, and official notice from governmental authorities has assured the committee that either the King or the Prince of Wales will be present to welcome the delegates. Indications at the present time are that delegations of teachers will attend from practically every civilized country.

Efforts are being made to induce teachers from the United States, who will be visiting in Europe this summer, to make special arrangements to be present at the Conference.

The arrangements for transportation are in the hands of the American Express Company and a special ship has been chartered to carry American visitors from New York to Glasgow. It is probable that the attendance from the United States will total from five hundred to one thousand persons. All available space in the hotels of Edinburgh has already been reserved for delegates and visitors of the Conference, and further arrangements are now being made by which persons who cannot secure rooms in the hotels will be comfortably taken care of elsewhere.

The program for the meeting has not yet been announced but is practically completed and will be given publicity in the near future. All teachers will be entitled to attend the meetings of the Conference and to participate in discussion; however, only official delegates will be permitted to vote in matters concerning the business of the World Federation.

Many tours have been arranged through the Highlands of Scotland, through England and Ireland, and on the continent, to provide for the entertainment of the visitors. Full information concerning rates can be obtained from any of the main steamship companies, from the American Express Company, or from President A. O. Thomas, World Federation of Education Associations, State House, Augusta, Maine.

The work inaugurated by the first World Conference, looking toward universal education, toward the elimination of illiteracy, and toward the promotion of better world understanding, has progressed most satisfactorily during the last two years. A large number of committees have been at work upon various matters that will affect education throughout the world and will be ready to report the Conference at Edinburgh. At that time action will be taken to further the plans begun at San Francisco. All Missouri teachers are cordially invited to attend this Conference in case it is possible for them to do so.

GEOGRAPHY AND HIGHER CITIZENSHIP

(Continued from page 74)

The farmer in Colorado or Minnesota or Maine or Ireland or Germany or Russia digs potatoes. This is the same kind of thing as the native of the tropic forest country does who digs cassava roots or sweet potatoes or yams or cultivates his bananas.

The farmer with his reaper is engaged in the same task as is the Hindu or the Chinese or Japanese or Filipino who wades about his rice paddy, planting and weeding his rice. The aim of all is to supply grain for hungry populations.

We have the same chance to create interest and sympathy in studying about the clothes, food, shelter, and tools of all mankind. So also with their governments. This is a particularly good opportunity to show that per-

haps our government may be better than theirs, but in the next breath we ought to point out where our own might be improved. Thus the child will gradually get the realization that his country is a country which may change for the better—a country of progress. No child should be allowed to think of his government as finished. He may love his country best, but if his love takes the attitude of undue superiority over other countries, he becomes cocky and a trouble maker. To realize the fact that one's government is still capable of improvement tends to develop sympathy with other peoples in this the most difficult of all human tasks—government, the creation of society.

The comparison of the craftsmen and of

All music education is centered in an understanding of music itself



The plan of purposeful hearing of much good music, the careful study and analysis of the good music thus heard, the use of the best music in studies preparatory to singing, playing upon instruments, etc., etc., is fast becoming the very core of the whole subject of school music.

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Educational Department

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the day's work in our own country and foreign countries will lead almost inevitably to the realization—indeed to the proof—that our opportunities for making a living are better than theirs. This explains the desire of the foreigners to move to this country and brings up the question of immigration.

In this concept lies again the essence of sympathy rather than of antagonism. Incidentally, also, it places upon us the necessity of vast good manners to keep antagonism out of the hearts of the poorer ones who are shut out of this rich Eden.

III. Understanding

For world peace we must have understanding. Prejudice leads to war.

One night my neighbor who likes to call himself a "one-hundred-per-cent American" walking up the street with me from a lecture about a foreign country remarked, "Yes, but those foreigners do such foolish things." That is the stuff of which war is made. **The foreigners do not do such foolish things. They do such natural things**, as we can see if we really understand them, their position, and their problems. The great spiritual and mental test for success in the teaching of geography is the creation of understanding. We present to the child the fact that a foreign people is different from ourselves. What is his first reaction? Does he without understanding judge it and dismiss it with a bad name as Wop, Dago, Guinea, Greaser, or some such? Or does he desire to understand why they are different?

It is easy to see reasons why the Eskimo's house is of skin or snow, why the mountaineer's house is of wood, that of the desert of sun dried brick, that in the tropic forest of grass and thatch, of the city of burned brick and that of Italy of stone. It is equally true that the foreigner has done what he has done for what seems to him to be a good reason, and it is probably true that if we had been in his position we would have done as he has done. Were not our ancestors primitive peo-

ple living in the woods in a way that we often call "savage" but a short time ago as history runs? We believed in witches but day before yesterday as history counts time. We have changed from this condition chiefly through the discovery of new knowledge, which in turn has brought us better opportunities. One of the interesting things of the world is the speed with which other peoples change also when new knowledge and new opportunities come to them.

If we know enough geography and enough history and enough human nature, we shall find that the foreigner is neither queer nor foolish, but that he has done very much as we would have done under the same circumstances.

We teachers of geography know that the names of capes and mountains will fade from the student's mind, that many of the rivers and capitals will melt into an indistinct haze—that many, perhaps most of the facts will be gone from our students when, at thirty-five or fifty-five years of age they turn their minds into the resistless sea of public opinion and their votes into the ballot box that decides some world crisis. We, the teachers of geography, should realize that the frequently recurring opportunities of the geography class mean this—that to us more than to all other social agencies combined, is given the power to decide whether the future act of the voter shall be an act of respect or disrespect, of sympathy or antagonism, of understanding or ignorant prejudice—whether war shall wreck us all or whether we shall put it into the limbo where now the personal duel resides—buried by a better method. Now that a better way is established the gentleman finds that he can get along perfectly well without puncturing his fellowman with a rapier or a bullet.

This opportunity of the geography teacher is made even greater than it seems by the fact that most adult activities are bent toward the realization of desires conceived before the age of fifteen years.

ITEMS of INTEREST

The Covered Wagon is more than a matter of history in the Lebanon school in Laclede county. A rural district adjoining Lebanon has been using the "covered wagon" for the past two years as a means of transporting its children to the Lebanon schools. It is now hauling the children to this excellent school and paying the tuition of those who are in the high school as well as those in the grades. The district is a relatively wealthy one and finds that its present method of educating its children is only a little more expensive than when the one teacher school house in the home district was used. Other districts around Lebanon are discussing the advisability of adopting this plan.

County Superintendent W. F. Hupe in a New Year's letter to the teachers of Montgomery county in addition to beautifully expressed and comprehensive wishes for their success and happiness asks them to take an invoice of their ideals, training, knowledge, methods, personality, skill, management and judgment and to set themselves vigorously to the task of improvement. Speaking of the need for improvement in the art of assigning lessons he asks the teachers to read the article in the January number of *The School and Community* on *How to Study* and suggests that many could profit by a careful reading of the book on *Silent Reading* by the same author.

An Avalanche of Approval

From the Educators of America

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William Bishop Owen
President of the Chicago Normal
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CORNING CONSOLIDATED DISTRICT NUMBER SEVEN

Corning and Hogrefe districts in Holt county were consolidated with Angle district in Atchison county in August, 1923. As a result of a contest the organization was sustained by a decision of the circuit court.

A Garden Contest among the high school boys of Fredericktown resulted in an average profit of \$43 per boy to say nothing of the value of the cash prizes won. One boy made a profit of \$117 and two others made their garden yield a net return of one and a half cents per square foot.

Corning Consolidated
School Building



The school now has seven teachers who have a minimum of two years of college work. The school is organized on the Junior high school plan with forty-minute recitation periods and provision for consideration of individual differences.

The district furnishes the textbooks free to the children. A splendid department of public health is maintained with equipment including lung testers, instruments for testing blood pressure, first aid outfits and scales. Pupils are required to take a thorough physical examination and are given unit courses in physical education and physiology. Hot lunches are served.

The course of study is modern and includes music, domestic arts and club work. A professional library of over fifty volumes is available to teachers and regular meetings are held by the faculty to discuss professional matters. All are members of the M. S. T. A. and two members of the school board are also.

The building is completely modern and classic pictures and statuary are to be seen in every room.

The school's stationery bears the name of E. D. Harpham, Instructor in Physical Education; F. E. Lundsford, Coach, and Mrs. Neva Harpham, Director of Physiology and Hygiene. Below these names is the statement, "Our first objective is Health." Mr. Harpham is the Superintendent.

Frederick J. Libby was recently denied permission by the Board of Education of the District of Columbia to speak in the schools of that district. Mr. Libby is a pacifist and has written and lectured rather widely on the subject. The decision of the board was based on the report of a sub-committee appointed by it to hear those who favored and those who opposed Mr. Libby's appearing before the school children. Three reasons are assigned by the committee for its recommendation to the board. The first is based on the acrimony that was developed among the people who appeared before the committee, the fact that children do not have minds sufficiently matured to weigh the issues involved and that partisan considerations cannot be kept out of such questions. The second reason for the refusal is based on the statement of Mr. Libby that his views on war and national preparedness are founded on his religious convictions. The rules of the Washington board require the daily reading of the Bible in the schools. The third reason appears to be founded on the fear that the pacifist's argument might reflect discredit on some of the war heroes of the nation's history.

Mr. Libby makes a statement in which he attempts to refute these reasons.

The Arkansas Educational Association has conferred a life membership upon Governor Thos. C. McRae for signal services rendered to the cause of education during the past four years.

Do you know these famous American women? How many of them can you identify with the work for which they are famous? Belva A. Lockwood, Mary A. Livermore, Anna Howard Shaw, Mary Lyon, Mrs. Lucretia Mott, Mrs. Ella Flag Young, Clara Barton, Mrs. Harriet Beecher Stowe, Frances E. Willard, Susan B. Anthony, Mrs. Julia Ward Howe, Elizabeth Cady Stanton.

He tried to cross the railroad track
Before the rushing train.
They put the pieces in a sack,
But didn't find a brain.

—The Capaha Arrow.

The Schools of Fredericktown were a factor in winning a recent election in that city for a waterworks system. All the schools of the town united in a monster parade and with streaming banners, appropriate songs, and yells contributed to the general interest and enthusiasm which put the proposition over.

Why say "A Classroom Teacher" ask a teacher who has a head and uses it? What other kinds are there? We can not give a good answer to this question. Have we adopted a redundancy of expression? Does "classroom teacher" belong to the same class of incorrect expressions as "New beginner", "wooden tree" and "wet water"?

A study of "General Practice in Kindergartens in the United States" is being made under the Department of Kindergarten Education of the National Education Association and with the authorization of the Executive Committee of that organization. The two means being used to determine what constitutes "General Practice in Kindergartens" are stenographic reports of full kindergarten sessions, and returns from a questionnaire sent through superintendents to a large number of kindergartens throughout the country. Every effort has been made to have these reports represent public, private and normal school demonstration kindergartens in each state and the response has been most generous.

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The questionnaire which will be distributed in February has been built with care and has been criticised and amended by specialists in kindergarten work as well as by experts in making questionnaires. The mailing list is made up of those superintendents reporting salaries apportioned to kindergartners in response to the 1923 salary inquiry of the Research Division of the National Education Association. The co-operation of all who are interested in scientific investigations and in promoting and improving kindergarten work will be greatly appreciated by the committee in charge, of which Miss Mary Dabney Davis, of Darien, Connecticut, is chairman. Copies of the final report will be sent to those assisting in gathering information.

STATE SPELLING CONTEST

The state spelling contest will be held in Jefferson City during the county superintendent's convention next spring.

The words for the state contest will be selected from the Ayres list and the Horn-Ashbaugh list.

Each county superintendent is authorized to conduct the county contests in his county according to his own judgment. However, the adopted spelling text from each county should be used in the county contest. The winners in the county contest will represent the counties at the teachers college district spelling contest. The winners at the teachers college contest will then represent the five districts in the state at the state contest at Jefferson City.



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The committee of three county superintendents from each of the five teachers college districts who will have charge of the spelling contest in their respective districts are:

Springfield District:

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R. V. Holmes, Nevada, Mo. (Vernon County)

J. T. Mapes, Ozark, Mo. (Christian County)

Maryville District:

Fred E. Roach, St. Joseph, Mo. (Buchanan County)

Mrs. Sallie V. Grebe, Rockport, Mo. (Atchison County)

Miss Irene O'Brien, Gallatin, Mo. (Davies County)

Warrensburg District:

Roger V. Smith, Jefferson City, Mo. (Cole County)

T. R. Luckett, Sedalia, Mo. (Pettis County)

L. F. Blackburn, Independence, Mo. (Jackson County)

Kirkville District:

Miss Fannie F. Winfree, Keytesville, Mo. (Chariton County)

Mrs. Florence D. Begeman, Troy, Mo. (Lincoln County)

O. L. Cross, Macon, Mo. (Macon County)

Cape Girardeau District:

J. T. McDonald, Jackson, Mo. (Cape Girardeau County)

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VOCATIONAL AGRICULTURE MEN NAMED

John B. Boyd and Guy E. James have been named supervisor and assistant supervisor of vocational agriculture in the State Department of Education respectively.

Mr. Boyd formerly was head of the Department of Agriculture in the Springfield Teachers College and has served the Department as teacher-training inspector and director of high school supervision for the past year and a half. He is a graduate of the school of education and the college of agriculture of the University of Missouri and holds a master's degree from Cornell University.

Mr. James is serving the fourth year on his second tenure as superintendent and teacher of vocational agriculture at Chilhowee. Mr. James is a graduate of the college of agriculture and holds a master's degree from the University of Missouri.

These men were appointed to take the place of W. T. Spanton, resigned, who will work for the Federal Board with headquarters at Washington, D. C., and A. A. Sather, resigned, who will teach and work for his master's degree in the Iowa College of Agriculture at Ames.

Randolph county, Indiana, has 4,301 pupils enrolled in the rural schools and 1144 of these are in high schools. Can any Missouri county come up to this record of more than 25 per cent. of rural pupils enrolled in rural high schools?

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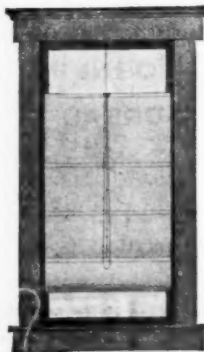
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The Teachers College at Cape Girardeau is offering a special course to the county superintendents of that district. The work will begin on February 2 and close on February 15. Nearly all the county superintendents of that section have enrolled.

Dean R. S. Douglass of the Southeast Missouri State Teachers College who has been on leave of absence is again at his work in the College. Professor Douglass spent the greater part of his leave of absence period at the University of Chicago.

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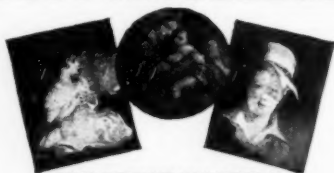
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